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Experiencing psychological trauma as a source of value self-determination of adolescents

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Abstract. The value self-determination of adolescents is a process of self-organization, balancing on the edge of chaos filled with attractors. Pedagogical support of value self-determination is a resonance excitation of the system in a state of chaos (psychological trauma). Pedagogical influence at the point of bifurcation causes the “attraction” of positive attractors, the formation of new value structures.

Key words: adolescents, value self-determination, psychological trauma, experience, pedagogical support.

Conflict of interest. The authors declare the absence of obvious and potential conflicts of interest associated with the publication of this article.

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The purpose and objectives of the work are existential and synergetic analysis of the phenomenon of “psychological trauma”, substantiation of the impact of psychological trauma on the value self-determination of adolescents.

The results of the study. We relied on L. S. Vygotsky’s idea that a teenager’s life situation should be viewed through the prism of his experience, which “refracts” the influence of the environment and forms new values [1].

According to the second idea, value self-determination occurs in a borderline situation of suffering, despair hopelessness [2]. The third idea is the concept of synergetics for the representation of value self-determination as a nonlinear self-organising process [3]. The life situation of a teenager is considered as an open system that reacts to changes (fluctuations) that increase chaos and entropy (the degree of disorder in the system). In the situation, there are bifurcation points (tipping points of development), in which one of the spectrum of new states (attractors) is selected.

Pedagogical support is a fluctuation, it can cause both large and small changes in value self-determination. At the same time, a weak but resonant influence is effective, whereas a strong but not resonant influence is not only ineffective, but can even cause harm. Support should be provided at the bifurcation point when the system is particularly sensitive to external influences. Thus, we supplement the social situation of the child’s development, containing a complex of events and circumstances of real existence, by considering his existence as a stay in the present and future possibility; borderline situations of existential experience that require overcoming and resistance, in which values and meanings are born. We consider value

self-determination not as mastering and choosing values, but as opening oneself to values born out of an existential vacuum and neurotic nothingness, moving towards the values of creation, the values of experience, the values of a person’s attitude to the factors limiting his or her life.

Conclusions. The value self-determination of adolescents is a process of self-organisation, balancing on the edge of chaos filled with attractors. Pedagogical support of value self-determination is a resonance excitation of the system in a state of chaos (psychological trauma). Pedagogical influence at the point of bifurcation causes the “attraction” of positive attractors, the formation of new value structures.

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